|  |  |  |  |
| --- | --- | --- | --- |
| I am suggesting 6 units because of the need to have summative assessment in each mode at the end of every unit.  Each unit should connect to an AP theme even at level 1 so I’ve suggested likely AP themes. Each unit should have content that involves the self, the community and the world. Each unit needs a non-fiction aspect in order to find authentic text that can be used at this level. More work needs to be done, but I wanted you to be able to see a schematic of what it looks like to create a curriculum that uses the textbook as a resource. | | | |
| **Thematic Unit** | **Content** | **Probable Structures** | **Summative Performance Assessment** |
| **Getting Acquainted**  (Lesson 1)  Personal and Public Identities | Common Classroom Expressions  1 - Greeting and Leave-takings  1- Identifying self and others  1- expressions of courtesy  **Add**  contact information – phone and email  simple likes and dislikes  birthday, date, age  favorite color ? | * nouns and articles * numbers to 31 * ABCs for email address, spelling last name * ser (emphasis on first and second person) * adjective agreement – nationalities * tener with age (emphasis on first and second person) | Interpretive  Students read authentic text- ID cards, brief biography or autobiography type of text and demonstrate comprehension by answering questions in English.  Interpersonal  Students meet someone for the first time and have a get acquainted type of conversation to discover similarities and differences. This conversation is not rehearsed in advance or scripted in anyway.  Presentational  “On Demand” – Students write a letter of introduction. This might be posted to a class page, sent to an epal or to an exhange school. It should not be written just for the teacher.  “Project” – Possible alternative identity project, student role-plays the life of a teen living in the target culture and begins an electronic portfolio of book introducing him or herself in that role. This type of project could be ongoing throughout the year. |
| **Family and Friendship**  (Lesson 3 and 9)  Family and Communities | 3 – family  3 – describing people  9 – holidays, celebrations  9 – relationships  9 – stages of life  **Add**  pets  fotonovela - day of the dead | * adjective agreement * possessive adjectives * comparative “more than”, “as” |  |
| **Daily Life**  (Lesson 2 and 4)  Contemporary Life | 2 - school and activites  2- days of week  2- class schedules  4 - pastimes  1 - telling time  4 – sports  4 – places in city  **Add**  making plans  sequencing words  daily routines in other countries | * interrogatives needed to make plans * numbers to 60 * preterite – what I did over the weekend * reflexive – to have a good time, 3 time frames, imperative * ir a |  |
| **Consumerism**  (Lesson 6)  Contemporary Life | 6 – clothing and shopping  6 - favorite possessions  **Add**  need vs want  currency  negotiating price  where things are made/form | * tener |  |
| **Healthy Lifestyle**  (Lesson 7 and 8)  Global Challenge | 7 – personal hygiene (limited emphasis)  7 – time frame expressions  8 – food  8 – food description  8 – meals  **Add**  activities  food and activity pyramids  health issue | * comparative * reflexive verbs as needed |  |
| **On Vacation** (Lesson 5)  Contemporary Life | 5 – travel destinations – beach, etc.  5 – vacation activities  5 – seasons, weather  5 – ordinal numbers  **Add**  transportation – getting around a city  vacation schedules  ecotourism (Puerto Rico) |  |  |

**Sample choices that have to be made…..**

Topics not covered

* occupations, better when students are older as part of career unit
* ????

Structures rarely needed in level 1 — Structures can only be taught if they connect to the language function.

* superlatives unless for memorized phrases
* direct and indirect object pronouns
* double object pronouns
* demonstrative pronouns
* preterite – should be taught, but perhaps only high frequency
* reflexive verbs – which ones, why, pupose?
* ????